DOCUMENT RESUME

ED 367 225 HE 027 190

AUTHOR Teagarden, Mary B.; Branan, Alvord
TITLE Meeting the "IC" Challenge: Strategies for Business Education in the 1990s and Beyond.
PUB DATE Apr 93
NOTE 26p.; Paper presented at the Annual Eastern Michigan University Conference on Languages and Communication for World Business and the Professions (12th, Ypsilanti, MI, April 1-3, 1993).
PUB TYPE Speeches/Conference Papers (150) -- Viewpoints (Opinion/Position Papers, Essays, etc.) (120)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Business Administration Education; Case Studies; *Cost Effectiveness; *Curriculum Development; Educational Change; Faculty Development; *Global Approach; Higher Education; *Integrated Curriculum; *International Studies; Liberal Arts; Long Range Planning
IDENTIFIERS *San Diego State University CA

ABSTRACT

This conference paper discusses the costs and benefits of five approaches to development of an "internationalized curriculum": (1) international business modules; (2) international business courses; (3) internationalization across the business curriculum; (4) integrating the internationalized business and liberal arts curricula; and (5) transorganizational integration of internationalized business and liberal arts curricula. The five strategies are incrementally more complex--they require increasing levels of faculty skills, resources, and system-wide cooperation for implementation. Faculty development options targeted at both arts and letters and business faculty are discussed, such as curriculum development seminars, business vocabulary workshops, and international travel and teaching. Seven steps are presented that outline a strategic change process that can facilitate moving toward internationalization. The paper discusses the factors that influence choice of internationalization strategy and presents a case study of the development, implementation, and future plans of an integrated, internationalized business and liberal arts curricula strategy at San Diego State University. An appendix offers suggestions for developing and implementing "ideal" internationalized Organization Behavior and Human Resources Management curricula that facilitate implementation of internationalization strategies. (JDD)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 367 225

MEETING THE "IC" CHALLENGE: STRATEGIES FOR BUSINESS EDUCATION IN THE 1990s AND BEYOND

Mary B. Teagarden
Department of Management
College of Business Administration
San Diego State University
San Diego, CA 92189
(619) 594-5739
FAX (619) 594-1573

Alvord Branan
Department of French and Italian
College of Arts and Letters
San Diego State University
San Diego, Ca 92189
(619) 594-3008

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Geoffrey M. Voght
Eastern Michigan University
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)"

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☑ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

Conference on Languages for World Business
Eastern Michigan University
Ypsilanti, Michigan
April 1-3, 1993

NE 027 190

BEST COPY AVAILABLE

EASTERN MICHIGAN UNIVERSITY

Twelfth Annual EMU Conference on

Language and Communication for World Business and the Professions

April 1 - 3, 1993

Ypsilanti, Michigan

INTERNATIONALIZING BUSINESS AND PROFESSIONAL EDUCATION

MEETING THE "IC" CHALLENGE: STRATEGIES FOR BUSINESS EDUCATION IN THE 1990s AND BEYOND

ABSTRACT

This manuscript will discuss the costs and benefits of five approaches to development of an "internationalized curriculum": (1) international business modules; (2) international business courses; (3) internationalizing across the business curriculum; (4) integrating the internationalized business and liberal arts curricula; and (5) transorganizational integration of internationalized business and liberal arts curricula. We discuss the factors that influence choice of internationalization strategy, and present a case study of the development, implementation and future plans of an integrated, internationalized business and liberal arts curricula strategy at San Diego State University. We conclude with suggestions for turning the internationalization concept into results.[1]

INTRODUCTION

There is no escaping the "IC" challenge! Business schools are being buffeted by the demand that they develop an "internationalized curriculum" (IC). There is market pull: the business community, the media, and even students challenge business schools to "internationalize" their curricula. There is accreditation push: the AACSB is developing accreditation standards that include evidence of an "internationalized" curriculum--which include both cultural diversity, and globalization of markets and organizations standards.

Business related changes projected for the 1990s and beyond, are dramatically creating "new realities". Economies are becoming more interdependent--US firms invest heavily abroad, and foreign firms invest heavily in the US. The majority of the world's large firms perform increasingly larger proportions of their activities outside their home country--many earn a fourth

to half of their income abroad. Increasingly, our students will be working abroad or for foreign firms in the US. Workforce composition is rapidly moving toward increased diversity--Workforce 2000--and all industrialized countries face "graying" workforces and labor shortages. The "new management realities"--managing a global economy in a multicultural world--certainly make the need for an internationalized curriculum reasonable.

The IC challenge, however, is also ambiguous, amorphous and vague. Those challenged with internationalizing curriculum rightly ask, "What is this elusive phenomenon--what is an IC?" They quickly follow with, "How do we get there from here--what do we have to do?" Actually, several internationalization strategies have emerged in response to the IC challenge. Implicitly, these represent competing views of the definition of an internationalized curriculum. Perhaps more importantly, they represent significantly different levels of resource commitment to curriculum internationalization and different outcomes in terms of student education.

FIVE APPROACHES TO AN "INTERNATIONALIZED CURRICULUM"

The five IC strategies discussed below represent current approaches to IC that are being practiced or developed by institutions around the world. They are not mutually exclusive, as the case that follows will illustrate. In addition, other hybrid strategies are also being developed.

Strategy Level I--International Business Modules: Those pursuing the international module strategy have introduced

international dimensions into some or all of their existing business courses--for example, the management of diversity lecture in an organization behavior course, the global strategic management lecture in a capstone policy course, or the international product life cycle discussion in a marketing course. This module is usually "tacked on" at some point in the semester--frequently the end.

The International Business Module represents a low level of resource commitment to internationalizing curriculum. At best it raises student awareness that business has international dimensions.

Strategy Level II--International Business Courses: The international business course strategy involves the addition of an International Business course (or courses) to the traditional curriculum base. The course is usually titled International Business or International Management. Occasionally, International Marketing and International Finance courses are also offered. These courses are usually electives, although they are increasingly being required. They are also "tacked on"--the balance of the business curriculum remains unchanged.

The International Business Course approach represents a mid-level resource commitment to internationalizing curriculum. This strategy develops student understanding of the relevance of international business. Content-specific courses such as International Management, International Marketing or International Finance develop the student's understanding of the relevance of

international topics within the discipline.

Strategy Level III--Internationalizing Across the Business Curriculum: At a minimum, those pursing this strategy integrate international dimensions throughout business courses. International concepts are taught and applied throughout the semester--they are not "tacked on". Organization Behavior and Human Resource Management courses can take an important lead in schools where the international integration approach is used. Organization Behavior is most amenable to this approach--it is possible (and appropriate) to integrate international content into every topic taught in this course. (The Appendix contains a discussion of how this might be accomplished.) Business Statistics or Cost Accounting, by comparison, would be much less amenable to the international integration approach.

The International Integration approach to the IC challenge represents a high level of resource commitment to internationalizing curriculum. This approach develops student understanding of the relevance of international business, an understanding of the relevance within disciplines and the linkages between international business disciplines that are necessary for international business effectiveness.

Strategy Level IV--Integrating the Internationalized Business and Liberal Arts Curricula: The zealous have begun to redesign their curricula to incorporate language and regional study requirements in addition to internationalized business requirements, or a parallel degree in International Business is

offered. Ideally, this approach balances the two. This approach may be enriched by inclusion of a work or study abroad experience for the student.

The Integration of Internationalized Business and Liberal Arts Curricula approach represents a high level of resource commitment from multiple sources in the University. The goals of this approach are to develop awareness and understanding of international business and to develop the skills necessary for effective international leadership.

Strategy Level V--Transorganizational Integration of Internationalized Business and Liberal Arts Curricula: The truly zealous have moved even further than the fourth strategy. Schools pursuing transorganizational integration collaborate across institutions and across national boundaries to provide students with education, language training and internships. This response to the IC challenge requires the fundamental changes identified in strategy four and requires commitment and collaboration across institutions.

The transorganizational integration strategy also represents a very high level of resource commitment to internationalizing curriculum at multiple institutions. In addition to the providing benefits of the fourth strategy, this approach builds competence by providing the student with intensive overseas experience.

CHOICE OF INTERNATIONALIZATION STRATEGY

The five internationalization strategies are incrementally

more complex--they require increasing levels of faculty skills, resources, and system-wide cooperation for implementation. The IC strategy selected is a function of many dynamics including:

--perception of the importance of the IC challenge

--availability of support to enhance and develop faculty skills

--level of commitment to meeting the challenge

--shared vision of the direction internationalization should take in the institution

--existing faculty skills for meeting the IC challenge

--availability/awareness of resources to enhance/develop faculty skills

--student sophistication and absorption capacity

--availability and/or awareness of teaching related support material

--personal teaching styles

In the following section, we will detail the experience of one university's evolution through the internationalization process, and identify faculty development options to overcome some of these constraints on curriculum internationalization. This following case, which focuses on the International Business degree program at San Diego State University, demonstrates much of the discussion above.

MEETING THE IC CHALLENGE AT SAN DIEGO STATE UNIVERSITY: LEVELS OF BUSINESS AND LIBERAL ARTS CURRICULA INTEGRATION IN INTERNATIONAL BUSINESS PROGRAMS

The underlying force that has driven the creation and development of the International Business (IB) program at San

BEST COPY AVAILABLE

Diego State University (SDSU) is its hybridity (business/liberal arts). The program culminates in a Bachelor of Arts degree awarded by the College of Arts and Letters, not a Bachelor of Science awarded by the College of Business. The degree is in "international" business, not in any of the traditional functional areas of business such as accounting, finance, information and decision systems (production), management or marketing.

This new degree program does not, in any way, challenge the validity of any of the existing business programs. It is rather a very timely response to a very tardy recognition of a national need which has assumed the dimensions of a national security issue. In sum, this new degree is based upon an integrated, interdisciplinary, business/liberal arts curriculum. As identified above, there are five strategy levels of such integration. The International Business program at SDSU has moved through the fourth strategy level and is exploring incremental expansion into the fifth strategy level.

Strategy Level I: Business students in AACSB accredited programs are required to take 40% of their coursework outside of the business curriculum. In general, business majors enroll in liberal arts courses to satisfy general education pattern requirements. The characteristic of this level of "integration" is that the liberal arts and business curricula remain entirely separate and the students are left to create any integration on their own.

As early as 1983 the single largest group of students enrolled in French and Spanish courses at SDSU were business majors and they were one of the groups not subject to the foreign language graduation requirement. These "enlightened" students were obviously instinctively attempting to broaden the integration of the two curricula.

Strategy Level II: In spring 1986, SDSU counseled students to "create" their own majors by combining courses in business, foreign language and region/culture studies. This special major program known at SDSU as Liberal Studies, Option I is defined quantitatively in three disciplines. It would not be realistic to think that such a program could be built to meet AACSB accreditation standards. The characteristic of this program is that each discipline is taught within its own confines and may or may not be oriented toward the others. For example, the foreign language departments may or may not offer business Chinese, French, German, Japanese or Spanish courses. Students are still largely responsible for integrating the knowledge although they are guided to the most appropriate courses.

Strategy Level III: Liberal arts and business disciplines are combined in a single major. Curriculum integration occurs in the business language courses specifically designed for the major, and the major itself can be configured to meet AACSB accreditation standards. Characteristically, however, the business courses remain the same whether the liberal arts component is involved or not. This fairly well describes the situa-

tion at SDSU in fall 1989 with the advent of the International Business major and the regular administration of Madrid and Paris Chamber of Commerce examinations for external verification of the level and content of the language component.

The International Business degree is a BA awarded by the College of Arts and Letters. The IB degree program was jointly developed by faculty from both colleges. It is overseen by a committee of language and regional/cultural studies faculty from the College of Arts and Letters and international business faculty from the College of Business. There is no International Business Department.

By fall of 1991 the International Business degree had become so popular that there were over 1,000 majors! The program applied for and received impaction status which allowed implementation of fairly rigorous admission standards. The more rigorous admission standards have allowed us to restrict entry into the program. The flow of students had been attenuated from torrential proportions to a steady flow.

Strategy Level IV: At this level integration of the Liberal Arts and Business curricula occur. Some business and region/-culture courses are taught in a second language; students participate in a study abroad program, and complete an "international" internship. SDSU moved into this stage of integration in 1991. Special 1 semester unit sections of Management 489, an adjunct course to Management 466, International Business Strategy--the capstone, integrative business course--are offered on a credit/no

credit basis in French, Japanese and Spanish. A special section of Economics 336, Economic History of Emerging Nations, is taught in Spanish for International Business majors. International Business majors may attend selected courses for credit at the Universidad Autonoma de Baja California or the Centro de Ensenanza Tecnica y Superior in Tijuana, Baja California beginning fall 1991. In spring 1992, International Business majors studying French will be able to make normal progress toward the degree by studying with SDSU faculty in Paris.

A direct international business major exchange is in effect with Real Colegio Universitario Maria Cristina (Compultense de Madrid) in El Escorial, Spain. A similar exchange with the Ecole Superieure des Practiciens du Commerce International (ESSEC Groupe, Cergy-Pontoise) in Paris, France commences in fall 1992. Exchange programs are being developed with the Universidad Autonoma de Baja California and the Centro de Ensenanza Tecnica y Superior in Tijuana, Baja California. The possibility of developing an exchange with a Japanese University is being explored.

Students are assisted in locating their own traineeships abroad through the CIEE Work Abroad Program, the Foothill College summer work program, AIESEC, and the Paris Internship Program funded by SDSU Center for International Business Education and Research (CIBER). Locally, International Business majors are regularly placed in internships at the World Trade Association, the district office of the U.S. Department of Commerce, the Mexican-American Foundation, and the San Diego International

Visitors Council, among others. Thanks to San Diego-Yokohama sister city partnership, International Business majors have several significant internship opportunities in Yokohama each summer. The maquiladoras just across the border in Tijuana also offer interesting internship possibilities for International Business majors.

Structured interaction between the business and liberal arts faculties is insured through the CIBER funded Global Issues Forum series each month, as well as the CIBER summer research and travel grants. The Global Issues Forum brings a group of about twenty business, language and regional/cultural faculty together four evenings each semester to discuss an international business related topic.

Strategy Level V: Level V is designed based on the European Community's Erasmus model in which students on three campuses in Great Britain, France and Germany work toward the same diploma. Regional/cultural studies, business, and language course are all typically well integrated in the curricula across the participating countries. There are a mandatory year of study on one affiliated campus and an internship in another country. Two diplomas are awarded, one each from the "home" and "host" institutions.

Middlesex Polytechnic/ESCAE, Reims/Fachhochschule Reutlingen were one of the first teams of campuses to adopt this model. Many of the major British, French and German business schools currently have similar agreements. Spain has now also entered

into this circuit. Indeed, Maria Cristina, with whom SDSU has an exchange agreement, is a participant. This is the quintessential integrated international business program. Business, foreign language and region/culture studies are completely integrated in the same academic unit with the same academic focus, and that academic experience occurs in two (or three) languages in two (or three) cultures.

In the U.S. the program at the Lauder Institute at the University of Pennsylvania's Wharton School of Business and the joint program between the University of Texas (Austin) and the Ecole Superieure de Commerce (Lyon, France), come closest to the Erasmus model. In the former, the 24-month program includes two summers abroad, one for study and one for an internship, and it culminates in the awarding of two degrees, an MBA and MA. The Texas/ESC, Lyon program culminates in degrees from both institutions.

SDSU is considering incremental expansion in this direction through its affiliations with the Universidad Autonoma de Baja California and the Centro de Ensenanza Tecnica y Superior in Tijuana, Baja California. An alliance between SDSU, either of these Universities and Southwest Community College is being negotiated. Linkage with a Canadian institution is being contemplated. Through this alliance we hope to be the premier educators of the free trade generation, renaissance women and men who will be the business leaders of the 21st century.

FACULTY TRAINING AND DEVELOPMENT

Faculty training and development a key success factor associated with curriculum internationalization. Courses are typically used for training; travel, exchange programs and international conferences are excellent tools for faculty development. Ultimately, internationalized faculty who are aware of the array of international issues challenging business are the critical resource for an internationalized curriculum.

Regardless of the strategy chosen, there are various faculty training and development programs available targeted at both arts and letters and business faculty. These provide additional teaching material, opportunities for skill development, and varying amounts of information. If resources are scarce, the Internationalization Task Force of the National Academy of Management offers Internationalization workshops at National and Regional meetings. If more resources are available, the East-West Center at the University of Hawaii offers a one week summer seminar that focuses on international curriculum development and research. The University of South Carolina offers a three week faculty development seminar designed to internationalize business faculty. The American Graduate School of International Management (Thunderbird) offers Winterim sessions on a variety of international topics. They are also developing faculty development seminars to internationalize business faculty.

In addition, there are faculty development seminars to provide language faculty with an understanding of business

concepts, and to familiarize them with business vocabulary. The Center for International Business Education and Research (CIBER) at the University of South Carolina offers a two week faculty development seminar in Spanish to develop business Spanish skills of Spanish language faculty. The Center for International Business Education and Research (CIBER) at San Diego State University in conjunction with the Paris Chamber of Commerce and the French Cultural Services offers a seminar in business French. And, the Center for International Business Education and Research (CIBER) at Michigan State University offers a seminar in business German. In addition, the American Council on the Teaching of Foreign Language (ACTFL) regularly offers workshops in oral proficiency testing. Proficiency testing is a logical adjunct to any program which has foreign language for specific purposes as a component.

The authors have participated in, or have first hand knowledge of, the regional and national Task Force workshops; the East-West Center's seminar; the University of South Carolina's international business and Spanish programs; Thunderbird's Winterim program; Michigan State's German program; and, of course, San Diego State's French program. They provide convenient and effective means for internationalizing business faculty, and for "businessizing" language faculty. There certainly are other faculty development programs which are not scheduled regularly or with which we do not have personal knowledge or experience which would also warrant our attention.

International travel is an excellent mechanism for broadening the faculty international experience base. One common mechanism that supports this travel is linkage to an international conference. There are numerous international business conferences such as the Pan-Pacific Conference sponsored by the University of Nebraska; the Pacific Asian Management Institute (PAMI) Conference sponsored by the University of Hawaii; the International Personnel and Human Resources Management Conference; and international meetings of the Eastern and Western Academy of Management regions in alternate years.

There are also international teaching and research opportunities which can be supported, for example, by faculty exchanges and fellowships such as the Fulbright.

HOW TO GET TO AN IC FROM "HERE"

Following are seven steps to meeting the IC challenge. They outline a strategic change process that can facilitate moving toward internationalization goals.

1. Assess your current level of internationalization including faculty ability, commitment to change, and available resources.

2. Identify the IC target your institution would like to achieve.

3. Identify the performance gaps that lie between where your institution is and where it would like to be. Pay particular attention to availability of resources and political impediments to implementing desired change.

4. Develop a change program to allow the institution to close the performance gaps. Detail the steps that it will take to get there from here.

5. Prepare the institution for change. Marshall necessary political support for the change.

6. Incrementally implement the change program. Pay particular attention to building faculty expertise to support the changes.

7. Monitor the changes to make sure the IC program is moving forward to achieve the desired outcomes.

The need for development of an IC is creating strong pressures on educational institutions. We strongly suggest that institutions take a proactive approach to internationalization such as the one outlined below. A proactive approach gives the institution more control over changes, and perhaps more importantly, the time to allow the new program to incubate, grow and blossom.

APPENDIX

INTERNATIONALLY INTEGRATED OB AND HRM COURSES: IMPLEMENTATION OF STRATEGY III

Traditional Management courses, like Organization Behavior (OB) and Human Resource Management (HRM), are the bases from which these "new management realities" can readily be addressed. Four of the five strategies suggest a key role for traditional management courses like OB and HRM in meeting the IC challenge; and the simultaneous need for significant changes to traditional OB and HRM curricula if they are to be used in this way. Following are suggestions for developing and implementing "ideal" internationalized OB and HRM curricula that facilitate implementation of the third of the five internationalization strategies proffered.[2]

The overarching goal of an internationally integrated OB or HRM course is to push students beyond their familiar (comfortable) frames of reference. Perhaps the most important step is setting the tone for the course--establishing early on that diversity will be a major theme throughout the course. This can be done by encouraging students to question the underlying values and assumptions of models presented. Keep asking students, "What are the underlying assumptions of this theoretical perspective? Is it an American (WASP) perspective? Do people from other cultures make the same assumptions?"

Instead of a reliance on lectures, an extensive use of multiple media--films, cases, readings, experiential exercises

BEST COPY AVAILABLE

and international projects using diverse teams--is a powerful way to expand students' frames of reference.

Experiential Exercises: Use of an experiential exercise, such as BAFA-BAFA, at the beginning of the semester provides a common experience that can inform discussions throughout the course. It is particularly valuable because it provides two cultures, Alpha and Beta, that can be used as referents without "stepping on anyone's toes". BAFA-BAFA provides a cross-cultural base from which traditional OB topics including socialization, stereotyping, motivation, perception, communication and leadership can be discussed. The exercise also enriches HRM discussions of selection, training, reward systems, career pathing, and expatriate management without the need to rely on specific country or culture expertise.

Other experiential exercises useful in internationalizing curriculum include BARNGA which supports discussion of communication, assumptions, and the reality of different "rules of the game" in different contexts. The POWERSTAR simulation effectively demonstrates the influence of power distance on participant attitudes. Lessons here are useful in discussing developed versus developing country perceptions, and expatriate management versus local workforce issues. Role reversal exercises are also very powerful for developing empathy and reducing parochialism. Brislin's (1986) Intercultural Interactions: A Practical Guide is a source for such exercises. Punnett's (1990) Experiencing International Management is a rich source of exercises.

Films: Films can also be quite useful in exposing students to a wide variety of international themes in a short amount of time. Like experiential exercises they are useful in pushing student beyond their comfort zones. The Story of O focuses on Xs and Os--insiders and outsiders--and can be generalized (and very useful) for demonstrating diversity issues. Like BAFA-BAFA it sets up two "neutral" groups which serve as an excellent basis for discussing a variety of OB and HRM issues. Rashoman, a Japanese classic is perhaps too sophisticated for an undergraduate audience, however it provides a dramatic example of perception difference. Since it is subtitled in English, it also introduces students to some of the limitations of cross-cultural communication. The Going International Series provides a good introduction to cultural differences in business contexts. There are several good series with specific regional foci that can expand culture-specific understanding including Heart of the Dragon (People's Republic of China); Japan; Doing Business in Asia (Japan, Taiwan, Korea and Hong Kong); and Will There Ever Be an England?

There are also some excellent films that deal with cross-cultural interaction. Gung Ho examines a variety of challenges faced in merging two cultures after a Japanese automotive manufacturer acquires a US plant. This film is a comedy, nevertheless, it very effectively provides abundant examples relevant to OB and HRM topics. (Gung Ho works very well when used in conjunction with the Sanyo case study.) Films such as The Kyocera

Experiment and The Colonel Comes to Japan demonstrate how much of management theory is cultural bound. Another film, The Global Dumping Ground, is useful in introducing differences in values (especially regarding worker health and safety, and environmental issues) and social and ethical responsibility of business. All of these films are effective substitutes for international experience and they are most useful in exposing students to variation across cultures.

Cases and Incidents: Use of international case studies and incidents gives students additional experience and opportunity to expand their horizons. Lane and DiStefano's (1991) International Management Behavior offers an array of cases and incidents relevant to OB. Mendenhall and Oddou's (1991) International Human Resource Management includes readings and cases that are relevant to OB and HRM topics. The University of Western Ontario (Phone (519) 661-3208) has a catalog of international business cases that includes OB and HRM cases. Harvard Business School (Phone (617) 495-6117) also offers a catalog of teaching material with an international section, although it is more difficult to identify cases with OB and HRM relevance.

Supplemental Readings: OB texts, and to a lesser extent HRM texts, are "internationalized" to varying degrees. Supplemental reading offers additional opportunity to enrich the primary text contributions and takes four forms: (1) the use of supplemental texts; (2) the use of supplemental readings; (3) the use of scholarly international books; and (4) the use of books that

offer insights into other cultures and cross-cultural dynamics.

Adler's (1990) International Dimensions of Organizational Behavior, Lane and DiStefano's (1991) International Management Behavior and Mendenhall and Oddou's (1991) International Human Resource Management are excellent examples of supplemental texts. Copeland and Griggs (1989) Going International is a supplement that can be used for students contemplating international careers. Harris and Moran's (1987) Managing Cultural Differences is useful in introducing a range of cross-cultural communication issues.

Articles such as Laurent's (1983) "The cultural diversity of Western conceptions of management," International Studies of Management and Organization, 13(1-2), 75-96; or Hofstede's (1980) "Motivation, leadership and organization: do American theories apply abroad?," Organizational Dynamics, Summer, 42-63 can also be used to supplement the primary text. Both of these articles challenge the universality of US based OB and HRM theory. Hall's (1960) classic "The silent language in international business," Harvard Business Review, is excellent for discussing context and communication from a cross-cultural perspective. Steers, Shin and Ungson's (1989) Chaebol offers an excellent example of a scholarly comparative management study (Korea, Japan, US) that is rich in OB and HRM content. Christopher's (1983) The Japanese Mind also offers a rich comparison (contrast) of Japan and the US in a very readable form.

BEST COPY AVAILABLE

Finally, books such as Collins (1987) Max Danger: The Adventures of an Expat in Tokyo; Salzman's (1988) Iron and Silk (the experiences of a US English teacher in the People's Republic of China); and Oster's (1989) The Mexicans (personal portraits of an array of people) offer student's enjoyable reading as well as insights into other cultures that are relevant for OB and HRM topics. Hong Kingston's (1976) The Woman Warrior, Rodriguez's (1981) Hunger of Memory, and Lee's (1990) China Boy offer examples of being an "outsider" in the US. (These last three works, all recognized as excellent, may prove unsettling for some audiences.)

International Team Projects: Team projects that examine OB or HRM from an international or multiple nation perspective offer students the opportunity to explore a topic of interest in more depth. For example, in SDSU's Management 466, International Strategic Management, and in Management 710, World Environment of Business, students have completed projects on topics such as motivation and reward systems in maquiladoras (off-shore manufacturing in Mexico); decision style preferences among European Community members; and cultural comparisons between the US and many different countries. In addition, by encouraging students to form teams that maximize diversity--ethnicity, gender, business majors, interests--they have the opportunity to apply concepts learned in class on a firsthand basis. The International Business librarian is invited to speak to classes to familiarize students with on-campus research resources available. In

addition, students are required to have their topic approved as a means of guiding them toward projects that can be done reasonably given resources available locally.

NOTES

[1] This research was partially funded by a San Diego State University Center for International Business Research and Education (CIBER) grant. We are grateful for their contributions to this research.

[2] A more detailed elaboration of these issues, including expanded citations, is available in M.B. Teagarden, N.J. Adler, N. Boyacigiller & M.A. Von Glinow (1993) A Resource Guide for Internationalizing the Business School Curriculum: Organization Behavior and Human Resource Management. St. Louis, MO: AACSB.